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School admissions to attend Berkeley

A Message to the Staff

from

NEIL V. SULLIVAN, Ed. D

Superintendent of Schools

Berkeley Unified School District

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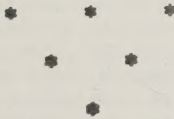
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Berkeley Unified School District

1414 Walnut Street
Berkeley, California



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BERKELEY UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE OFFICES
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NEIL V. SULLIVAN, Ed. D
SUPERINTENDENT



September 24, 1964

Dear Colleague:

I am grateful to those people who selected me from among the nation's educators to serve as your Superintendent of Schools. I consider the opportunity a challenging one but recognize that here in Berkeley you have a good school system where many outstanding educational practices have been introduced and pioneered. My responsibility is to pick up where others have left off and with your help to make our schools worthy of imitation.

I recognize that the past success of the schools of this community is related to outstanding work by classroom teachers. Administrators had to provide dynamic leadership, but the key to a successful program is the teacher. This person must implement the good ideas with successful teaching techniques and demonstrate day by day a willingness to make the program meet the needs of each individual child. These skills and dedication have existed in Berkeley for many years and I sincerely hope that I have the skill and leadership ability needed to make this a positive force in every classroom in our community.

I am privileged to have a staff with the ability to take responsibility; to treat children with kindness, tact and dignity; to exercise good common sense in dealing with every situation; and one that has dedicated itself to meeting the needs of the individual child.

I am anxious to work with you as a member of Berkeley's Team of Educators and share with you the thrill, reward, and excitement found in perfecting a good school program.

Sincerely yours,

Neil V. Sullivan

Neil V. Sullivan, Ed. D
Superintendent of Schools

NVS:ms

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GOALS AND OBJECTIVES

The overall objective of my administration will be the development of a school system **worthy of imitation**, one which meets the needs of each child in such a way that his abilities will be developed to their maximum, and one that will inspire him to make a maximum contribution to society. We shall continue striving to develop a program that recognizes both the **intellectual and creative capacities of each student**. In developing this kind of program, we propose to work toward the following goals:

1. Give special attention to children having difficulty with reading before they fall so far behind that their total education is handicapped. Students who are found to be reading below grade level by the end of the second grade will be given special attention of the following types:
 - a. The amount of time which they spend in reading to be increased until they come up to grade level or up to their maximum capacity.
 - b. The size of their reading classes to be reduced, with each student being given individual instruction.
2. Provide special in-service instruction in the teaching of reading skills to all junior and senior high school teachers who have not had this type of training.
3. Make greater use of school facilities six days a week, with such activities as the following:
 - a. **Open school libraries during evening hours** for use as study centers under adult supervision.
 - b. **Open science labs, libraries** and certain other facilities for extended programs on Saturdays.
4. Emphasize at all grade levels **learning by concept**, with **meaningful drill** to be introduced at appropriate times.
5. Improve the articulation in curriculum in grades K-12, with an organized and coordinated curriculum that flows without unnecessary repetition from kindergarten through senior high school. We propose to give special attention to the various subject matter areas in the junior and senior high schools, with "Curriculum Associates" being responsible for supervision and development of curriculum grades 7-12.
6. Develop an organization flexible enough to permit bringing the subject matter to the level of the child, to keep the child challenged, and where possible to permit the children to work in compatible groups. We shall encourage widespread independent study by students in the 12th grade.
7. Expand the educational program for early childhood.
8. Introduce foreign language during the early elementary years, taught daily by specialists, with a goal of enabling the child to become bilingual by the time he graduates from high school.
9. Develop an extensive program of enrichment through use of well-planned field trips.

10. Enrich the total program by taking advantage of the special resources made available through proximity to schools of higher learning.
11. Continue the expansion and upgrading of a vocational educational program to train young men and women for direct employment. In developing this program, we will continue to enlist the cooperation of the local business community.
12. Strengthen those courses designed to prepare students to participate in happy and effective family life.
13. Encourage successful programs currently operating in the Berkeley schools and introduce innovations found to be successful in other school systems.
14. Develop a program appropriate to a space age, in which all men are neighbors. As adults our children will share experiences with people of all types and backgrounds. Our schools should prepare them for this life by giving them contact, directly or indirectly, with children whose backgrounds represent other parts of the world. To this end we urge strengthening of those activities that are designed to improve intergroup relations in our schools and community.
15. Continue to develop good staff morale. This will include, in order to reduce teacher turnover, maintaining a competitive salary schedule within the ability of the Berkeley citizens to support.
16. Provide academic freedom for classroom teachers within the framework of Board policy and courses of study. We feel that an emphasis should be placed on a team approach, with teachers supplementing each other's areas of strength.
17. Make continuous efforts to obtain grants and other outside financial support to supplement local funds.
18. Increase the use of the latest accounting techniques and cost control in the handling of the District's business affairs.
19. Update and publish rules and statements of policy and/or philosophy of the Board of Education, as well as the supporting administrative regulations.
20. Emphasize good communication between the administration and the community and between the schools and the community. The public has the right to know the school's weaknesses as well as its strengths. We regard the citizens of Berkeley as **partners** in improvement of public education in this city. To this end, we solicit the help of any and all citizens who would like to participate.

We will work toward the improvement of our program in every discipline, placing special emphasis on the humanities. We must educate our children not only for today but for what lies ahead. We can do this by constant industry and understanding, by intelligence and integrity, but most of all by a coherent dedication to improving the world in which we live.

In short, our commitment will be to the development of each child to his maximum potential. The program which I have outlined above will aid us in realizing this commitment. I hope that members of the Board, of the staff, and of the community will feel free to make suggestions. By working together we can make the Berkeley Unified School District one of the finest in the country.

MY PHILOSOPHY

A statement of philosophy should provide the foundation upon which the school should build and operate its program. It is a guide for curriculum development and serves as the means of creating understanding on the part of all citizens of the basic purposes of the school.

IMPERATIVE NEEDS OF YOUTH

"All youth need to develop salable skills and those understandings and attitudes that make them intelligent and productive participants in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of occupations. All youth need to develop and maintain good health and physical fitness."

"All youth need to understand the rights and duties of a citizen of a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and of the world."

"All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life."

"All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts." "All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man." "All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature."

"All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others." "All youth need opportunities to develop their ability to make wise use of their leisure time, balancing activities that yield satisfactions to the individual with those that are socially useful." "All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding."

CURRICULUM

I would like to define curriculum as all the planned activities of the Berkeley Schools, concerned with facilitating the maximum learning experience of **all children** who attend our schools, and designed to help them to acquire the knowledge, attitudes, ideas, and skills required for **effective citizenship** in a democratic society.

The objectives I seek to achieve are:

1. **To promote loyalty to principles upon which our democracy was founded.**
 - a. Content should develop an interest in and understanding of basic American culture along with technological advancements which have affected our way of life. Students should learn that there are obligations connected with our various freedoms if our democracy is to be preserved and perpetuated.

2. **To develop a concern for and appreciation of other world peoples who differ from us in ideologies, culture, race, religion, and creed.**
 - a. Content should develop an understanding of world peoples.
3. **To develop respect for and appreciation of the community in which we live.**
 - a. Content should establish and reinforce an understanding of our historical background and growth. Local resources and resource persons within the community should be fully utilized.
4. **To promote the improvement and preservation of our democratic form of government through a literate populace.**
 - a. Literacy presumes more than the teaching of the "3 R's". It presumes training to think and observe carefully, and the effort to formulate answers that are important to our civilization. Content must influence students to think clearly, so as to be able to sift the truths from the untruths when scrutinizing our democratic processes as well as the governmental processes of other world peoples.
5. **To promote the defense and perpetuation of the democratic processes through a populace that is healthy both mentally and physically.**
 - a. Content should promote mental health to the extent that fear, propaganda, and prejudice will find no base in which to propagate. Mental strength must be nurtured through day-by-day decisions which are important to both the individual and the group. As our civilization becomes more complex, so does the demand for thoughtful persons increase.
 - b. Content should include a knowledge of the consequences which result from habits which are physically unhealthy. Healthful activities of a physical nature which can carry over into adult life should be fostered and encouraged.
6. **To develop and expand desirable character traits acceptable to a democratic people.**
 - a. Content should provide ample opportunities for the discovery and development of traits deemed acceptable to a democratic society.
7. **To develop the aesthetic sense in each individual.**
 - a. Content should provide abundant opportunities for the expansion of skills in music, literature, and art.

Continuing purposes of the curriculum shall include:

1. An organization through which children will be challenged to achieve the maximum of their potential through individual rather than mass instruction.
2. Provision for maximum child growth through learning activities that promote maturity.
3. Provision for every child to achieve these fundamental skills that are required for successful and effective participation in the life of a democratic society. The skills shall include the ability to use effectively the communicative skills of reading, writing, speaking, and listening; the ability to use numbers functionally in social situations; a practical understanding of science as it relates to our daily living; and the use of the practical arts and crafts.

CURRICULUM PLANNING

The following ten points outline my philosophy relative to the development of our curriculum and the relationship between lay and professional groups working under my direction.

1. **Curriculum Program** must be an **integral part** of the **total school program**.
2. **Curriculum improvement** should be a **continuing process**.
3. **Plan of organization** must make it possible for **anyone** to make a **suggestion**—and have **suggestions come directly** to those responsible.
4. **Parents - citizen - lay groups** have a **valuable contribution** to make and should be encouraged.
5. Those **most closely affected** should have a **voice** in the **determination of policy** and in **planning**.
6. **Work is best carried forward by small groups** representing the total group, which concentrates upon **specific problems**.
7. **Everyone concerned** should be **kept informed** as to **planning and progress made**.
8. **Participation** should be largely in terms of **interest, need, and areas of competency**.
9. **All approaches** to curriculum improvement should be **team approaches**.
10. **Careful attention** must be **given** to the **articulation** of the program **between the schools of the school system**.

* * * * *

HUMAN RELATIONS:

A seventeen-year-old girl by the name of Elizabeth Evans wrote an article in the NEA Journal, entitled: "In Defense of My Generation," Here are her closing statements:

"But I am seventeen. I know what our generation needs; what it needs more than laws or courts or recreation centers; more than better schools or better entertainment or better discipline . . . no matter how much we need all of these . . . **we need someone to believe in us!**"

IMPROVEMENT OF ASSIGNMENT

Today, the aims of mental discipline through memorization of subject matter, of knowledge for its own sake, are giving way to the aims of furthering the growth in the pupil of desirable understandings, attitudes and appreciations, and abilities useful in organized society. The assignment is aimed not so much at mastery of subject matter as at the use of subject matter in experiences which enhance growth.

The alert teacher asks how an assignment will bring to pupils materials and experiences which aid in developing several useful personal qualities.

The following list may be regarded either as a set of principles or a set of characteristics. It is based on several lists found in scattered sources.

1. The objective, the thing to be done, should be stated in clear, simple language. The ability to do this is not immediate and automatic. Study and practice are necessary.
2. A provocative and convincing connection should be made between the subject matter of the assignment and the typical activities, interests, and the needs of the pupils' current lives.
3. Assignments, while connected with and motivated by pupil need and interest, must also serve desirable social purposes of education, that is, lead to the development of outcomes useful in the organized society of democratic life.
4. Study guides, questions, and other aids should be included.
5. Assignments must provide for different levels of achievements, for greater varied study of learning activities, in accord with the range of differences in ability, interest, and needs within the group.
6. Assignments should initiate and motivate substantial units of work. Day-by-day fragmentary assignments should be avoided rigorously. Periodic summaries of progress with attendant reorganization of assignments is desirable. Several studies show that good teachers make far fewer assignments than poor teachers but devote much more time to assigning. The small number of assignments using greater time indicates the use of large units. The belief that the teacher must break learning up into thirty- or fifty-minute chunks, one to be assigned each day, is humorously referred to by Frederick, Ragsdale and Salisbury as the "ridiculous imperative!"
7. Assignments should use all the time necessary for explanations, for answering pupil questions, for developing an adequate plan of action, for arranging subsidiary individual and committee assignments, making sure that all know what is to be done. The time necessary may vary from a few minutes to two hours or more.
8. Assignments may be made at any stage of the lesson in such a way as to take advantage of need or interest and at the same time preserve continuity.
9. Assignments should be such that evidence of progress and achievement can be derived with reasonable ease. Many careless assignments are of such nature that neither teacher nor pupil can demonstrate that the assignment is being accomplished. The learning indicated by the assignment must be either measurable or observable in some objective manifestation.
10. Pupil participation in selecting and developing assignments and methods of procedure is definitely desirable.
11. The teacher must regard the development of good assignments as a series of difficult tasks demanding the expenditure of time and energy, requiring systematic study and considerable ingenuity.

TESTING AND EVALUATING

The traditional types of final examinations, tests, and quizzes must be supplemented if we are to improve the learning situations.

A large number of wholly new instruments for testing and evaluating are currently emerging.

The modern teacher uses many of these new techniques and, with the participation of pupils, develops still others fitted to the specific needs of the situation.

The following outline gives the major general classes of instruments available or constructible by the teacher and pupils.

General Types of Evaluational Instruments

1. Traditional essay-type examinations with general questions.
2. Improved essay-type examinations with definite questions designed to sample adequately the learning outcomes and eventually refined through scrutiny of results secured through repeated use.
3. Standard tests.
 - a. Intelligence tests.
 - b. Achievement tests.
 - c. Aptitude tests.
4. Home-made objective tests (sixteen types with about thirty forms).
5. Problem-situation tests.
 - a. Direct:
 - (1) Experiment to be performed.
 - (2) Life situation to be met (actual).
 - b. Indirect:
 - (1) Improved essay examination.
 - (2) Objective tests requiring judgment.
 - (3) Life situation to be met (described).
6. Behavior records.
 - a. Controlled situations.
 - (1) Check lists, rating scales, score cards, codes.
 - (a) Personality traits.
 - (b) Behavior.
 - (c) Attitudes, opinions, interests, etc.
 - (2) Guess-who tests.
 - (3) Time studies of given activities.
 - (4) Camera for still or motion pictures.
 - b. Uncontrolled situations.
 - (1) Diary or log, with or without guiding outline.
 - (2) Anecdotal record.
 - (3) Camera for still or motion pictures.
7. Inventories and questionnaires.
8. Interviews.
9. Analysis of creative products.
10. Reports, exhibits, a play, a debate, or any other student construction or performance.
11. Case studies.

PRACTICE AND DRILL

Modern schools ordinarily provide practice or "skill" periods separate from the unified activity period. The common skills of reading, writing, arithmetic, spelling, of language arts, of handling tools and materials are practiced.

Teachers at all levels may safely use systematic drill experiences. Obligations exist to see that meaningful teaching precedes the initiation of practice, and that continuing practice is operated under sound principles.

There is no inconsistency between functional teaching and practice for skill.

The following are guiding principles:

1. Practice should be only upon materials susceptible to automation (meanings - attitudes and appreciations not included).
2. Practice must be meaningful.
3. Practice must be on the things to be acquired.
4. Practice periods at first will have large diagnostic emphasis.
5. Practice for speed should be subordinated to practice for accuracy at first, and the two progressively balanced.
6. Practice periods should be lively, interesting, and pleasant.
7. Practice periods should be relatively short and distributed over a period of time.
8. Practice time and effort should not be wasted on accessory and non-essential processes.
9. Practice should proceed under some pressure.
10. Practice proceeds best under a small amount of emotion.
11. Progress should be apparent to the pupil.
12. Practice processes and requirements should be adjusted to individual differences.
13. Practice procedures should make liberal use of materials prepared by teachers and pupils, but commercially-prepared materials are in many cases useful and legitimate.

DISCIPLINE

Trends in Discipline

AWAY FROM

1. Rejection of the child
2. Ridicule and sarcasm
3. Permitting child to do anything he pleases
4. Only treating the symptom such as "tying"
5. Threatening with fearsome character such as "witch" or "bogyman"
6. Using the "principal" as a threat
7. Using older brother or sister as example
8. Belittling the child's point of view
9. Loud tones
10. Make plans for children
11. Do it because I tell you to do it

TOWARD

1. Rejection of the behavior
2. Praise and assurance
3. Setting definite boundaries for his behavior
4. Looking always for the "cause" of behavior
5. Encouraging a desire for good behavior for self
6. Discipline at time of misbehavior
7. Growth of child's own self control
8. Get everyone's point of view
9. Quiet tones
10. Make plans with children
11. Explanation in order

We may move now toward general principles and specific activities. The broad, general principles should include the following:

1. The teacher's general aim in the maintenance of order with special reference to the group should be the development within the group of a social conscience and group cooperation.
2. The teacher's general aim in the maintenance of order with special reference to the individual should be the achievement by the individual of social ideals, attitudes, and habits which make possible self-control and responsibility.
3. Public opinion within the group is, in the last analysis, the determiner of the level of behavior.
4. Group and individual standards are far more effective than imposed rules and regulations.
5. The development of group and individual standards should be recognized as a long, slow, process of social growth.
6. The standards already operative in the group must be recognized and taken into account.
7. The personality of the pupil must be respected, whether the situation is a simple one of redirecting activity or a serious one of formal punishment
8. The personality of the teacher is an important factor which must be used with care.
9. The clinical view should dominate at all times.
10. Punishment and authoritarian control will be necessary in a limited number of cases.
11. The final outcome desired is always understanding and responsibility resulting in changed behavior. The desired outcome is not outward conformity with and control by rules.

HOW SCHOOLS PROMOTE GOOD LEARNING

Vicarious Learning
through
WORDS

Books — Magazines — Newspapers — Lectures
Discussions — Debates — Letters — Essays
Reports — Formulae
(abstract symbols of reality)

Vicarious Learning
through
AUDIO-VISUAL MATERIALS

Maps — Charts — Graphs — Objects — Specimens — Models
Pictures — Slides — Filmstrips — Motion Pictures
Radio — Records — Television
(mechanical representations of reality)

Direct Learning
through
CONSTRUCTING ACTIVITIES

Drawing — Painting — Modeling — Mural-Making — Dancing
Dramatizing — Constructing — Collecting — Displaying
(personal translations of reality)

Direct Learning
through
COMMUNITY EXPERIENCES

Resources Visitors — Interviews — Field Trips — Surveys
Extended Field Studies — Camping — Service Projects
Work Experiences
(immediate sensory contacts with reality)

MODERN EDUCATIONAL PRACTICES FOUND HELPFUL IN SCHOOLS UNDER MY ADMINISTRATION

1. Students Take Initiative to Acquire Knowledge and Skills.
2. Professional Staff Members Take Personal Initiative for Improvement.
3. Communication as a Tool for Thinking.
4. Individualizing the Educational Program.
5. Utilizing the Potential of Staff, Students, the Community and Facilities.
6. Keeping Instructional Content and Materials Up to Date.
7. Self-understanding and Building of Values.
8. International Understanding Encouraged Through Appropriate Activities.
9. Preparation for Continual Personal Development.
10. Respect for Differences of Opinion.
11. Extending the Breadth and Depth of Learning Through Purposeful Activities.

A CONSENSUS STATEMENT FROM SEVERAL PROFESSIONAL ORGANIZATIONS

ETHICS FOR TEACHERS

The teacher should be courteous, just and professional in all relationships.

Desirable ethical standards require cordial relationships between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice through study, travel and experimentation.

Unfavorable criticism of associates should be avoided except when made to proper officials

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state and national professional associations are expected.

Fair salary schedules should be sought and, when established, carefully upheld by all professionals.

Honorable contracts, when signed, should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted through properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Professional growth should be stimulated through suitable recognition and promotion within the ranks.

AN AGENDA FOR GOOD WILL

We are constantly reminded of our responsibility to the organizations we represent for extending their stock of good will on the outside. Indeed, too many times we could be observed busily and tensely engaged in this outward enterprise, but completely lacking in attention to the details that enter into creating and maintaining good will among our colleagues. All too often we present a **front** for public relations hoping earnestly that it will **cover** for the extent to which we are really at internal loggerheads with each other!

We must practice believing the best of our colleagues. Things are not always as they seem to be at first glance.

Consider how we can help others recover from their errors or mistakes. Not even the most experienced and wisest of us conducts his business or professional duties without occasional misjudgment, error or relative lack of wisdom in some situation. When a colleague errs he is still a colleague, and at that time needs our personal support.

Being direct is important. Nothing takes second place for potential viciousness to the memorandum-with-copy-to-someone-else practice.

GOOD WILL IS BUILT THROUGH DIRECT CONFERENCE ON PROBLEMS OF CONCERN WITH A MINIMUM OF MEMORANDA.

Keep confidence inviolate. Nothing is of more importance than to be counted upon as one with whom it is safe to discuss confidential "inside" information on which it may be desirable to have the opinion of a colleague.

THE PRACTICE OF MAKING NO COMMENTS ON CONFIDENCES LAYS AN IMPORTANT BASIS FOR DEVELOPING GOOD WILL.

It is important to understand and respect functional divisions. When working in a closely coordinated organization, it is especially easy to become so interested in certain problems of wide scope that one begins working on them before fully realizing they essentially belong elsewhere and someone else should be consulted on what might more properly be a "joint" interest. Nothing is more disconcerting nor more encouraging to competition between persons who should be cooperating than to have one party start to act on matters more properly in the other's division.

Be constructively supportive of colleagues. A genuine expression of esteem and support not only gives a lift to another person, but has a psychologically healthy effect on the person who can be sufficiently mature and free from narrow self-concern to recognize strong points in another's personality and actions. No one can conduct his day-to-day work for long with any sense of security unless some sense of appreciation and esteem is gained from fellow workers. The esteem of our fellows is important for each one of us.

Develop the habit of speaking only good of colleagues or saying nothing at all.

We must try to understand the other fellow and his actions even if we cannot agree with him.

It may take considerable humility, but it is sure to set the stage for good will if a person can try to understand what makes the other fellow "tick"—and besides, the other fellow is a lot easier to live with when we extend him the good will of a sincere attempt at understanding him even if we cannot agree with him!

In expressing strong feelings, we should save our battles for our staff meetings, individual conferences, or other appropriate spots. To express hostility toward a co-worker in the presence of others who may work under his—or our—direction is to take unfair advantage. He may not be able to express himself as he would to us alone or to other proper persons.

Besides, publicly-aired differences present an invitation to all who hear to note and use the situation leverwise one way or another, thus creating more friction!

THE FAIR, OBJECTIVE EXPRESSION OF DIFFERENCES AND A WILLINGNESS AND ABILITY TO SETTLE ISSUES FOR THE GREATER GOOD RATHER THAN FOR PERSONAL ADVANTAGE WILL NEVER DESTROY GOOD WILL.

CONFLICT PROPERLY HANDLED MAY EVEN BE PRODUCTIVE OF ESTEEM AND GOOD WILL.

We must discipline ourselves to become effective members of a team. In our highly organized society of today, we are increasingly finding ourselves functioning at our best when we do so as members of a "team" and not as prima donna executives—junior or senior.

This sense of teamwork is accomplished only when the individual is able to fully recognize the functions and abilities of the other members of the group and meet his own individual status needs of accomplishment and contribution to and through the team rather than by individual stellar performance.

TO CONDUCT OURSELVES SO THAT THE TEAM OF WHICH WE ARE PART MAY GIVE FULLEST EXPRESSION THROUGH EFFECTIVE SERVICE IS TO FURTHER ILLUSTRATE THE OPERATION OF GOOD WILL AT ITS BEST.

Upon men of good will rests the destiny of our times. It must be that each of us in his way and place gives more individual attention to matters of good will in personal relations with colleagues if we expect any tangible results from our corporate efforts to create and maintain a larger good will.

WHO ARE THE GREAT TEACHERS?

Those who believe that teaching is a highly respected calling.

Those who have both a healthful personal and professional philosophy of life.

Those who believe in and remember in their teaching these four basic needs of pupils: (a) a sense of belonging; (b) opportunity to participate; (c) respect for the individual; (d) security from false sense of failure, guilt or unequal opportunity.

Those who believe that whatever contributes to the proper development of pupils is a part of every teacher's job.

Those who are thorough masters of the subject they teach.

Those who have strong informational backgrounds in history, great literature, and some ideas of the most important areas and movements in the story of man's scientific progress through the ages.

Those who know how to apply methods learned in presenting subject matter.

Those who have had rich educative experiences outside the academic field such as work in other occupations, travel, and volunteer social work.

Those whose managerial craft with classroom situations and parents is always on a high level and effective.

Those who regard personal punctuality and accuracy in all house-keeping and clerical work details as important parts of the job.

Those who regard the school room not as a store, office, or factory with time clock, but as a human relations laboratory—a daily challenge to point the next American generation by example, precept, and information toward the attitudes, habits, and work skills necessary for intelligent and efficient adulthood.

ARE YOU USING THE SEVEN PERCEPTUAL PRINCIPLES OF LEARNING IN YOUR CLASSROOM?

Historically, the most recent explanations of human learning have been developed in perceptual theories, where learning is seen as the result of perception. In a psychological sense, the word perception means both the physical act of receiving sense impressions (seeing, hearing, smelling, etc.) and interpreting these impressions.

Do You as a Teacher

1. Show concern for the physical health of the children in your classroom?
2. Believe that intelligence can grow and change?
3. Believe that everything the teacher says or does in the classroom may affect the intellectual growth of the children?
4. Try at all times to respect the dignity and integrity of every child?
5. Regard each individual as unique and accept and specifically provide for individual differences?
6. Present accurate information in a variety of ways?
7. Invite a variety of opinions in your classroom and encourage exploration of ideas?
8. Plan opportunities for individuals to reorganize concepts and precepts?
9. Plan opportunities for individuals to generalize from their experience?
10. Understand that poor behavior and inefficient learning may result from inadequate self concepts?

If your answer is "yes" to the foregoing questions, you are (whether you have identified it as such or not) putting into practice seven perceptual principles of learning, which are discussed below. You are, in essence, taking **PERCEPTUAL APPROACH IN YOUR TEACHING**. You may say you accept the four conditions for "motivated learning" often cited by psychologists with other of reference — (1) drive, (2) stimulus or cue, (3) response, and (4) reinforcement or reward — but from a perceptual point of view, you would interpret these words in a specific way.

According to perceptual theory, seven principles of **perception** affect how individuals learn and why they learn. All of the principles operate simultaneously to determine the quality of individual's learning. Learning brings changes in behavior and the most intelligent person behaves most efficiently.

SEVEN PERCEPTUAL PRINCIPLES OF LEARNING:

- | | |
|--------------------------------|---|
| 1. Physical Body | 1. The state of the physical body affects perception. |
| 2. Time | 2. The individual's sense of time affects perception. |
| 3. Goals, Values, and Purposes | 3. The individual's goals, values, and purposes affect perception. |
| 4. Opportunity | 4. The individual's opportunities affect perception. |
| 5. Need | 5. The individual's need to maintain and enhance himself affects perception. |
| 6. Threat | 6. The individual's need to maintain equilibrium without threat . |
| 7. Self Concept | 7. How the individual sees himself, his self concept , affects perception. |

From a perception point of view, motivation for learning is within the individual; what prompts him to learn, his "drive", is internal and determined by his individual perception. The teacher may very well be an important instrument through which children may obtain many different learning, but the "response" is individually the learner's and the "rewards" must be individually his. From the same teacher and the same classroom situation, many different benefits accrue to different children and to the same children at different times. Each individual learns to use his environment in a highly selective way. Since every child is a unique individual, the process of perception in learning varies from individual to individual. Experiments at the Psychology Research Center at Princeton University have shown that a single stimulus or a series of stimuli, reinforced, can be interpreted by an individual

in multiple ways. As an individual perceives his world, he is always sorting out, categorizing, accepting or rejecting the variety of stimuli which impinge upon him. Through his perceptions, an individual orders and organizes his outside world; as he grows older, he gains increasing ability to differentiate and form concepts—his knowledge becomes an integral part of his personality. This becomes the teacher's responsibility to provide as many opportunities as possible for individual children to have their perceptions sharpened, widened, and integrated into efficient learning.

Physical State

The concerned teacher realizes that the physical state of a child affects his perceptions. This teacher knows that an ill, poorly nourished, or fatigued child often has fuzzy and distorted perceptions and a lessened desire to extend his knowledge. Such a teacher does everything in his power, using all available sources in his school and community, to work for the improvement of the general health status of the children he is trying to teach. He may do this for humanitarian reasons, but he knows that healthy children have sharper perceptions and organize those perceptions more efficiently than unhealthy ones.

Time

It takes time to perceive without distortion and ambiguity. Enumerable accounts have been given of children who indicate confusion in their concepts because they were unable at the moment to make a clear perceptual discrimination. A striking example is one of a child who consistently confused **library** with **cemetery**. Such common confusions are only eradicated when the child, given ample time, is able to make clear-cut differentiations. The adequate teacher provides time for efficient learning, to take place in individuals, recognizing that the extent of time will differ among different children. Further, he provides experiences that enable children to test out their concepts and time to reorganize their new perceptions.

Goals, Values, and Purposes

As an individual grows, he creates a set of goals, values and purposes which are uniquely his own. Regardless, therefore, of his chronological age, what is being taught must be perceived by the child in some relationship to his own goals and values at the moment; otherwise, what is being taught does not become **learning for him**. His teacher capitalizes on the knowledge that motivation "is always within the learner and never exists apart from his own mental processes; it is not put there by the teacher but grows within

the person as a direct result of his experiences throughout life; and, finally, that all behavior (goal-seeking activity) begins with a motive; there is no such behavior without motivation."

Opportunity

Limited opportunities in the classroom often result in meager and sparse learning. The more opportunities that are present, the more chances there are that children will develop rich and accurate perceptions. The fewer opportunities that are available, the more shallow and elementary will perceptual accuracy become. Modern curriculum experts advocate an enriched curriculum in an effort to provide possibilities of increasing children's awareness and their ability to make accurate perceptual discriminations.

Need to Maintain and Enhance Himself

According to perceptual theory, what the child learns must have some immediate meaning to his basic need to maintain and enhance himself. Children must become involved in learning and receive some satisfaction from becoming personally involved with what is being taught if they are to derive the maximum benefits. Modern curriculum practice suggests that the learner might greatly benefit from seeking knowledge in a variety of ways, not only through books. The functional approach to knowledge enables the learner to become actively engaged in a variety of projects that will broaden and deepen his perceptual acuity, as well as be related to his goals, values and purposes:

Threat

It has been shown that children under threat narrow their perceptions to the threatening object. In some cases, this threatening object may be the teacher. The child, feeling threatened, learns how to avoid this feeling of threat and subsequently limits what he might be able to learn in an otherwise relaxed and friendly atmosphere. Individuals under severe threat have been shown to have what is known as "tunnel vision effect". This is rather like a horse who has had blinders put on him; he can't see to the right or left; he can look only straight ahead. The effect of threat limits perceptual fluidity. The rigid personality is often the result of a person who has operated under threat so frequently that he is functioning like the horse with blinders; he often fails to see the woods because of all the individual trees with which he must somehow cope. He may perform isolated arithmetical operations without any understanding as to why the operation is appropriate or efficient. Unfortunately, he may learn isolated facts without the ability to make generalizations from specifics.

Self Concept

Research has shown that people develop self concepts as adequate, inadequate, or somewhat more, or somewhat less effective human beings. The smallest child begins to form a cluster of attitudes about himself which become the very core of his personality. The perceptions of himself, his self concept, have a profound effect, it has been found, on how the individual perceives his world. For example, if the child perceives himself as a weak student, he tends to feel ineffectual in dealing with his studies, and may actually fail to perceive and integrate new materials. If, however, a child feels that he is adequate, he will react accordingly. One of the most important contributions the good teacher makes is to help each child in the classroom develop or strengthen his feeling of being a worthwhile individual, **capable of learning**. The difficulty lies in the fact that simply **telling** a child that he is capable of learning has little effect on changing his perception of himself as incapable of doing it. "It's really easy—see!" you may say to him. But this may only serve to deepen his perception of himself as stupid. He may not even be able to understand what his teacher says is "easy to learn." Further, this may lessen or completely deaden any effort to extend his knowledge, because to keep on trying would just result in further failures. The teacher must search for ways to help the child build consistent feelings of adequacy, because without these feelings, his behavior is not likely to change nor his intellectual development flourish.

Conclusion

It should be remembered that, according to perceptual theory, all seven principles of perceptual learning mentioned above operate **simultaneously** within the individual and have a profound effect on his motivation for learning and what he will select from his environment. Implicit in the perceptual principle of learning is the assumption that the child will be considered **insightful** until he is proven otherwise. Perceptual principles of learning assume that motivation of drive lies within the individual; and, as the individual grows, he develops more perceptual and conceptual accuracy. The process of abstraction, however, always lies with the learner.

Every act or behavior of the child is the behavior of the "whole child", **not** a behavior of a separate mind or a separate body. Most teachers would agree that we cannot separate the mind from the body as Plato suggested centuries ago. The child is a dynamic, organized purposeful being always in the process of growth and change. The child is not something fixed and static; he is always in the process of "becoming".

A teacher who uses perceptual principles will understand that much of what we learn is **individual perceptual learning**—deciding on the location and relative significance of things, developing perceptual habits and sets and reorganizing what we perceive into new patterns that are more satisfying than old. The child who, in general, perceives himself to be capable becomes more and more capable.

TEN CAUSES AND CONDITIONS OF NON-LEARNING

Observable behavior is the result of causes, if we infer that there are causes—slow-learning or non-learning—we must learn how to identify these causes and how to relate ourselves to them in ways to improve learning. The following are assumed to be frequent and common causes of difficulty in learning.

1. Instructors' Disregard for the Learning Process

Sometimes children don't learn because the goals are not their goals; they are not helped to see relationships; are not helped in their planning; are not allowed freedom to evaluate. The learning is not purposefully involved.

2. Poor Health is an Obstacle to Learning

We have abundant evidence on this point. We need greater sensitivity to health as cause, greater competence in recognizing symptoms, and increased emphasis on urgent necessity for wider distribution of medical goods and services.

3. Frustrated Needs Impede Learning

Certain needs seem to be indoctrinated by our culture: the need to belong; to achieve; to be free from fear, from guilt; to have love and affection; to share; to have economic security; and to make sense of life. When these needs are frustrated, learning is difficult.

4. Value Conflicts Interfere with Learning

Value conflicts arise within a person and between peer groups. When cherished values are threatened, when one's whole value system is in jeopardy, the issue dominates the situation. Learning is often a casualty.

5. Intense Worries Get in the Way of Learning

To have obsessions about sickness, about human relations, about growth and development, about heredity, about family, amounts to great concentration which diverts attention from all-round growth associated with learning.

6. Overloaded Life Schedules Conflict with Learning

A multitude of duties; a bewildering series of demands; lack of perspective plus, at times, weariness and exhaustion, or both; all these can operate as blocks to learning.

7. Inadequate Preparation Thwarts Learning

Lack of experience, inadequate practice or error itself, lack of guidance in early stages of learning, omission of prerequisite, confusion in presentation are among the factors related to this cause for difficulty in learning.

8. Environment Blocks Learning Sometimes

Conditions arise within the home: study conditions and habits; the schedules of home and school; inadequate resources in books, references, paper, etc. Rules and regulations may conflict with learning.

9. Rigid Social Class Structures Discourage Learning

Parents may communicate a "what's the use" outlook. Favoritism in school and life emphasize not **what** you are but **who** you are. Sensitivity to discrimination and exploitation may get in the way of learning.

10. Lack of Adequate and Appropriate Materials for the Student to Use in His Efforts to Learn

For example, in the case of reading, it may mean not having enough interesting books at the student's level of reading ability to keep him practicing and improving his skill in reading and interpretation.

—by Lous B. Rath
New York University

M.I.T.'S HINTS OF TEACHING TECHNIQUES

There is a very famous little brochure published by the Massachusetts Institute of Technology for their own faculty members, called "You and Your Students." It was first printed in September, 1950, and has been reprinted, due to demand, each year up to and including a revision in January, 1961. It is acclaimed by many as being one of the most helpful brochures ever published to assist teachers, whether they be in the public schools or colleges. The material here presented is obviously more adaptable to Junior-Senior high school teachers.

BEFORE EACH LECTURE OR RECITATION

MAKE A CAREFUL PLAN of what you expect to accomplish. Keep in mind the relationship of the day's learning to the objectives of the subject and of the course. Be sure of your order of presentation, emphasis, and adequacy of time allotment.

Prepare adequate notes and master them so that an occasional glance is the most help you will need from them. Think through—or actually rehearse—the subject matter, order, and manner of presentation. Do not be ashamed to rehearse. It is worth your time. Indeed, some of the best instructors, whose semi-extemporaneous lectures now are models of clear and interesting presentation, will confess that at first they wrote out every lecture before meeting with the class. This type of training, this high degree of preparation, produces efficient and stimulating teaching. It inevitably saves the students' time, and in the long run it saves the instructor some time also. Obviously, a written-out lecture is not to be read to the class. The text should probably not even be brought to the room. Thoroughness of preparation is what is wanted.

Before class, collect all teaching aids which you intend to use. Make sure that demonstration experiments will work, that models to be used are in good condition, and that enough copies of any graphs or other material to be distributed are available.

If you have improved approaches to the subject, it will make it more stimulating to both the students and yourself. Improve the presentation over the last time you taught this material. The most practical way of doing this is to write comments to yourself on your lecture directly after giving it. When you come to it next year, these comments will remind you of the changes which you should make. Make such notes on recitations and laboratories, too.

No subject and no individual lecture can cover everything pertinent to the topic. Make a considered selection of the most important or the most stimulating material, allowing time for questions and discussion by the

students as well as for necessary repetition and a summary. Do not try to cover too much material at the expense of older hands—often teach less material but do it thoroughly, aiming at illustrating “higher mental processes” rather than at more “comprehension” of excess material on which “recall” may be poor anyhow.

When the student has an adequate textbook, guard against reproducing it too much. Rather, devote time to making the subject more meaningful and stimulating by connecting the material with the students’ previous knowledge in this field and in borderline fields. Orient the subject in the framework of their past and future experiences. Remember that some students will need your help and guidance in improving their ability to use textbooks and reference materials effectively. Experience has shown that our students make very little use of reference material, primarily because they do not know how to use it. A little time spent in guiding them to reference material and teaching them how to use it yields rich dividends in understanding and interest.

Plan provocative questions and illustrative problems and situations in order to stimulate the student’s interest, his oral discussion, and his critical evaluation of the material. Look for paradoxes, but be sure they are the kind which will enlighten the student and not bewilder him. Show the student also the limitations of present knowledge and methods, especially in advanced courses. Stimulate him with the intellectual challenge of the unsolved problems of the present day.

Do not be too quick to help a student who is struggling with a problem. He may have to muddle around in a subject for quite a while before it becomes clear to him. This muddling process is at the core of all creative thinking. By giving a student a clear explanation before he has struggled with a problem, you may save him a little discomfort; but you may also deprive him of the important experience of thinking things through for himself. Avoid giving a student the result or thought in such a way that you deny him the process of thinking.

Review frequently the standings, needs, difficulties, and special abilities of your individual students. Plan how you can be of greatest service to each during the class session. Be flexible, use a variety of techniques of presentation—lecture, recitation, discussion, demonstration, or other methods as the circumstances indicate.

To be an educator in the sense of one who “leads out” the best that is in the student, you must do more than organize and impart information. You must interest yourself in the student as much as in the material, and you must learn to be sensitive to slight and subtle changes in the students’ attitudes and personal reactions. While conducting a class, you should be aware of facial expression, shifting feet, and other signs of interest, boredom, or tension. You should understand that some apparently simple situations are actually very complex, so that you do not act on the obvious and neglect the more subtle or typical reactions. You should also know enough about your own personality so that you can understand your reactions to students and their reactions to you.

Level your attention and your planning at individual students, not at the class as an impersonal body of people. It is the individual student who counts. Prepare to meet him, stimulate him and guide him at his level. Be aware of his individual needs. The class is composed of individuals. You meet them simultaneously as a class because it is economically impossible to meet them singularly and also because there exists an intellectual competition among the individual students which is stimulating and worthwhile

in itself. But center your attention on the individual; develop a warm, friendly relationship in the student-instructor team. Practice the habit of calling students by name, whether in classroom or corridor.

You will often have contact during and after class with students who almost make nuisances of themselves by asking many questions not obviously related to the subject, usually at a more advanced level than the subject matter. It is unwise to consider these students as either nuisances or "show-offs." They may be bored. The instructor has a definite responsibility for maintaining their interest by giving them more challenging problems to think about.

Stage fright is not confined to the theatre. Even many experienced instructors feel emotional reactions which are akin to stage fright, especially before meeting new classes for the first time at the beginning of the term. If you feel stage fright, remember that this is a virtue. It proves you want to do a good job. It will dissipate under the impact of thorough preparation, a team-mate attitude toward your individual students, and the realization that you can help them. Some of them may also have misgivings regarding their own abilities. Get together; you are both there to do the same job by a combined, joint effort.

AT EACH MEETING OF THE CLASS

Be prompt. Have ready any exhibits, slides, and papers to be distributed or used. If you arrive a little early, you may find excellent opportunities for personal discussions with individual students. Be pleasant, cooperative, sincere.

Begin with a short review, connecting the previous class work with the new material you intend to present. Remember that your own mind is deeply immersed in the subject and may have been occupied solely with it for the previous hour or two. The student, however, has probably just come from class experiences on a totally different topic. Begin class by getting your minds together on the present subject; recall what you last did together. If there were points of general difficulty, clarify these.

Arouse interest; stimulate the yearning to learn; open the student's mind a little wider; gain undivided attention for the new material and ideas to be presented and discussed. To do these things, the instructor himself must feel and exhibit enthusiasm for the subject. The student must see how the new topic is connected with what he already knows, why the new topic is important, how it will relate to things he will come to know in the future. To learn effectively and efficiently, the student must first have the desire to learn. He will have the desire if he understands why the new material is important and if he feels that he is making steady progress—that he is getting somewhere.

Introduce new material carefully. Move from the known to the unknown, from the simple to the complex. Make sure the student understands the pertinent technical vocabulary. Define all terms which may be new or which are used in a specialized sense. "Illumination" and "brightness" are nearly synonymous to a layman but are entirely different concepts to a physicist. The word "nucleus" (and also "fission" and "triton") has a completely different meaning in physics than in biology. Do not obscure understanding and thought by a technical jargon. Use the proper word in the proper place, but be sure the student has or acquires full competence in the precise meaning of specialized technical terms.

A moderate amount of varied repetition is desirable. Be considerate of those whose minds wandered—or who were momentarily preoccupied taking notes—and who, therefore, missed an important item the first time you said it. Repeat it a little later, and in a different way. Spencer is said to have put a similar concept this way: "It is only by varied reiteration that unfamiliar truths are forced upon reluctant minds. It is almost impossible for anyone to pay close attention for fifty minutes. If you are lecturing, make the assumption that at any time some student who wants to learn is taking a "cat-nap."

In teaching, try to appeal to as many of the receptor senses as possible. Among the five senses (sight, touch, hearing, taste, and smell), the most effective in the learning process usually is sight. Retention is generally poor from hearing if unaccompanied by other stimuli. It is for this reason that lecture material is much more readily understood, absorbed, and retained if the lecturer makes effective use of the blackboard, of models, and of other visual stimuli while speaking.

This is an age of mechanical aids. We tend to ride, rather than walk; we dig ditches or level airfields with machines, not by hand. We make use of levers, pulleys, wheels, and innumerable other aids to the accomplishment of maximum effects. In teaching, also, there are a number of aids which the instructor should use in order to increase his effectiveness. The most common teaching aids, arranged in order of merit, include the following.

Actual Objects

Wherever possible, show the student the actual object being discussed. Let him use as many of his senses as possible in getting acquainted with it. Actual contact with a sample of gneiss, a salamander, a block-and-tackle, or a labor leader is better than thousands of descriptive words.

Models

Many objects cannot be brought to the classroom or laboratory. The Golden Gate Bridge or an atom have to be dealt with in some other way. A three-dimensional model is the best approximation in such cases. Different parts of a model show up better if they are painted in contrasting colors. Make effective use of color in the model itself. Pleasingly painted apparatus puts everybody in a better mood than apparatus which demonstrates the same principles but which is rusty, dusty, or otherwise neglected.

Two-dimensional Reproductions

When models are not feasible, a good photograph, a drawing chart, lantern slide, or other flat representation may be chosen. Motion pictures with sound are excellent because they appeal simultaneously through sight and hearing.

Blackboard

Our most commonly used teaching aid is undoubtedly the blackboard. Even though it may rank well down on the list of general teaching aids, it is our most commonly used piece of equipment in the classroom. In subjects which are primarily mathematical, the blackboard is usually the preferred teaching aid. The effectiveness of an instructor at his blackboard can generally be greatly increased if he carefully follows these few almost self-evident principles.

1. Where possible, plan in advance what material is to be written on the blackboard, in what order, and how placed.
2. Use a chalk which is soft enough and bear down on it hard enough to produce lines which show plainly from any part of the room. If your chalk tends to squeak, hold it at a sharp angle with the board.
3. Write a little larger than is necessary for clear and unambiguous reading from any part of the room. This will generally be larger than one near the board would guess. Letters whose height is about one-half per cent of the depth of the room are adequate if they are drawn heavily enough. This means that letters two or three inches high will suffice in most institute recitation rooms, while letters three or four inches high are needed in lecture halls.
4. Adjust the window shades or other lighting arrangements so that the blackboard is free from reflected glare. If this cannot be done, find out what portions of the blackboard are dead and avoid them.
5. Do not use colored chalk indiscriminately. If you expect the student to take complete notes from the blackboard, remember that he is probably writing with one color only. Do not use colors that the student cannot copy to achieve clarity in a drawing which could be made clearer with white chalk alone, plus a little effort. If you want your blackboard diagrams to be aids to initial understanding but do not expect students to copy the diagrams in their notes, the use of colored chalk can be very helpful.
6. Write, print, or draw neatly and legibly. Do not scribble. Use standard abbreviations if their meaning is obvious, but do not resort to abbreviations as a cover-up for spelling deficiencies.
7. The blackboard is the visual counterpart to the oral presentation. Devote equal care to each. It is the combined impact on the senses of sight and hearing which is sought.
8. Talk to the students, not to the blackboard.
9. Stand in such a position that what you have written and are in the process of writing is visible, not obscured by your body. Left-handers have some advantages here but right-handers can manage well with practice in the minor contortions which are needed.
10. In general, do not begin writing in the middle of the blackboard. Start in the upper left-hand corner. Proceed downward until a first column is filled, then move to the right for a second column, etc. If you reach the right-hand side of the board and need more space, erase the entire first column and begin again, from left to right. Systematic use of the blackboard makes note-taking easier for the student, has an orderly appearance, and permits your listeners to review the past steps you have taken without searching for disordered bits here and there. During or at the conclusion of a lecture, an orderly and sequential set of notes should be obtained if one were to photograph the blackboards. In lecture halls which have vertically rising and overlying boards, begin writing on the outer or front board. When it is full, elevate it and continue on the inner blackboard. Thus the entire sequence of the presentation will be displayed in an orderly and most useful way.

Gestures

The fifth teaching aid is a sense of good theatre or showmanship. If a speaker has to proceed without any of the teaching aids and has to rely on voice only, then at least he should learn to use his hands and his facial expressions both in holding interest and attention and in the actual process of conveying ideas.

Talking Habits

In our language, the most important part of the sentence usually comes at the end. Avoid the natural tendency to lower your voice at the end of a sentence. Remember also that punctuation must come from the inflections in the speaker's voice. As much care must be taken to do this properly in speaking as is taken in writing. Emphasis does not always come from raising the voice. Separating an important conclusion from the normal discussion by an abnormally long silence is one of the most effective ways of reaching an audience.

Assignments

Homework assignments should be planned carefully in advance. They should be illustrative of the current work, with an occasional review problem thrown in to break up the crank-grinding state of mind which commonly results from a number of problems on the same topic. Their length should be carefully adjusted to the time allowed for the subject. The student rightfully resents the instructor who consistently demands more of his home time than he should.

Be sure that your assignments are clearly stated and thoroughly understood. It is good practice to write them on the board or to pass out printed sheets rather than to dictate them. If you must give an oral assignment, have a student repeat it after you. Try to determine each day the actual time required on the previous day's assignment.

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